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ABSTRACT

This book is designed to help readers reflect upon their personal approaches to open and distance learning (ODL) assessment and to adapt their techniques to benefit learners. Part A explores issues and themes in ODL assessment. It examines key terms in assessment; the important relationship between assessment and learning; unique issues of assessment in open and distance contexts; and these recent trends in assessment and learning as they relate to open and distance learners: online or computer-based assessment, work-based assessment, self and peer assessment, and holistic and authentic assessments. Part B examines all aspects of the assessment process, including designing and communicating assessment tasks, marking and grading, creating dialogue through assessment, managing time, developing assessment policies, and evaluating assessment practices. Part C comprises innovative contemporary case studies from a range of educational institutions and countries loosely ordered around these key learning outcomes: thinking critically and making judgments; solving problems and developing plans; performing procedures and demonstrating techniques; managing and developing oneself; accessing and managing information; demonstrating knowledge and understanding; designing, creating, performing; and communicating. Appendixes contain a glossary; sample marking guide; clinical competence assessment criteria; 85 references; and index. (YLB)

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